

Emergent and Developmental Literacy in the Primary Grades (K-3) (3 credits)

Edu 311

Fall 2008; Tuesdays 1:00-2:15

A Hybrid Course

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****Please note that due to confidentiality, I will only correspond through Cedar Crest email accounts. Contact technology about having your emails forwarded to a different account such as home, work, etc.**

Office Hours: Tuesdays and Thursdays 3:45-6:15 or by Appointment

Course Description: Provides prospective elementary teachers with an understanding of the major theoretical models of speaking, listening, reading, and writing instruction in Grades K-3. Prospective teachers develop competencies in planning, implementing and assessing learning experiences for emergent and developmental literacy using a balanced literacy model, including the use of authentic children's literature.

Course Prerequisites: EDU 150, EDU 151

Required Texts:

1. Combs, M. *Readers and Writers in the Primary Grades*
2. Taberski, S. *On Solid Ground*

Recommended Text:

1. Fountas and Pinnell *Guided Reading*

Required Materials: primary grade writing paper (1st or 2nd grade style)

Course Objectives:

1. The prospective teacher will develop an understanding of major theoretical models and current research on speaking, listening, reading and writing instruction.
2. The prospective teacher will develop a working knowledge of the PA Department of Education Academic Standards in speaking, listening, reading and writing, and how to work with district

- developed benchmarks for these standards as an integral part of lesson planning through the use of a balanced literacy model of instruction.
3. The prospective teacher will learn to plan, implement and evaluate high quality literacy learning experiences for children in grades K-3 that support achievement of the academic standards.
 4. The prospective teacher will learn to plan, implement and evaluate high quality language arts experiences for children in grades K-3 that support achievement of the academic standards.
 5. The prospective teacher will learn to assess reading comprehension and other skills related to fluent reading and the language arts.
 6. The prospective teacher will become familiar with a variety of quality authentic children's literature from all genres, and their use as the core of instruction in a balanced literacy model program, or as an integral part of a basal program.
 7. The prospective teacher will be able to read and analyze research related to speaking, listening, reading, and writing instruction and assessment, teaching reading to primary grade special needs and ELL students, and the balanced literacy model.

Course Outcomes and Assessment Measures:

By the end of the course, the prospective teacher will:

1. Demonstrate the ability to compare and contrast major theoretical models of emergent and developmental literacy, and the instructional implications for each. (S.T. Competencies 1, 2, 7)(Assessment: class discussion and mid-term examination)
2. Demonstrate the ability to use the PA Academic Standards for the development of speaking, listening, reading and writing learning experiences and language arts experiences that incorporate all components of the balanced literacy model. (S.T. Competencies 1, 2, 3, 4, 5, 6, 7)(Assessment: Classroom participation, submitted lesson plans, mid-term examination, pre and post reading activities of literature records, integrated thematic unit assignment)
3. Demonstrate understanding of the appropriate use of high quality children's literature in fostering the cognitive, linguistic, social, emotional and literacy development of K-3 students (S.T. competencies 2,4,7)(Assessment: literature record activities, integrated thematic unit, read-aloud presentation)
4. Demonstrate an understanding of the ability to assess individual and group literacy learning needs including exceptional students and English language learners (ELLs). (S.T. Competencies 2,8)(Assessment of lesson plans submitted, and integrated thematic units submitted)
5. Demonstrate an understanding of the skills necessary to become literate and master these skills within the context of authentic literature and through the use of a wide variety of teaching strategies including language experience approach, reading and writing workshops, LSCs, author studies, read alouds, shared reading, guided reading, critical inquiry, graphic organizers to foster reading comprehension, etc. (S.T. Competencies 1,2,3,4,5,6,7,8)(Assessment of lesson plans, integrated thematic units, pre and post reading activities in literature records and small group activities in class).
6. Demonstrate an understanding of the importance of strategies for integrating reading, writing, speaking and listening as well as authentic literature across all academic content areas (S.T. Competencies 1,2,7)(Assessment of integrated thematic unit)
7. Develop lesson plans fostering students' use of predictable books, phonemic awareness and phonics skills, and process writing that are developmentally appropriate, interactive and interesting for K-3 students (S.T. Competencies: 1,2,3,4,7,8,9) (Assessment: 4 lesson plans)

8. Demonstrate ability to form upper and lower case letters correctly in the Zaner Bloser model in both manuscript and cursive, and demonstrate the ability to teach a basic handwriting lesson to first grade students (manuscript) and second/third grade students (cursive). (S.T. Competencies: 1,2,3)(Assessment: Lesson Plans)

9. Demonstrate the ability to review literature related to a research topic in emergent and developmental literacy and analyze the validity and reliability of research as well as demonstrate an understanding of the use of research in reforming classroom practice (Assessment: Research Paper)

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by the complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education. Please note that cell phones must be turned off during class. Any failure to comply with this protocol will result in a lowered grade on professionalism for this course and may impact the student's final grade.

Attendance/Lateness/Leaving Class Early (Departmental Policy):

Your attendance at all class meetings is expected and a vital part of the learning process. You may miss ONE class. After missing one class, you will be dropped a letter grade for each additional absence. Please keep in mind that you need a B in all education courses. Arriving 10 minutes late or leaving 10 minutes early will be counted as an absence.

Honor Philosophy: The Cedar Crest Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life. **The professor reserves the right to proctor all student assignments including tests, quizzes, etc.**

Late Submission of Assignments: Assignments are to be submitted to the instructor on the due date to receive full credit for the work. The grade on late assignments will be lowered by one full letter grade for each calendar day they are late except in the case of documented medical excuses. If you are having difficulty completing an assignment, please make an appointment to meet with me or with one of our academic advisors who are graduates of the program here at CCC and as such will be able to help you with lesson and unit planning, etc.

Plagiarism: Is regarded as a failure to comply with the college honor code. If it is determined that a student has used the work of another person and has not cited that person in APA style as the source of the idea(s), a grade of "0" will be earned for that paper. Students may not use the same paper, unit, lesson plan for more than one course without the permission (in writing) of both instructors. **I hold the honor policy in the highest regard and would like to note that cheating (i.e. plagiarism of any kind (including Internet and the like), using materials previously established as "off-limits" (such as on take-home tests, or collaborating with other students on any "individually-designated" assignment will result in a "0."**

Student Accommodations: *Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center at extension 3484.*

Course Requirements:

1. **Literature Records: (50 points/5 points for each literature record).** Attached is a suggested list of authors that you may use in your annotated bibliography. Keep in mind that this is not a comprehensive list, but rather, authors that are well known in the field of children's K-3 literature. Books are available in the curriculum library located in the college library and at local public libraries. Ten books are required (5 picture books and 5 chapter books **handed in last**) and must include a combination including fiction, non-fiction, concept books, fairy tales/legends, realistic fiction, poems, predictable books, etc. **All annotated bibliographies must be typed and organized.** For each book, you will need to include the following information in your literature record and attach the provided rubric:

- *Title and Author of Book*
- *Genre of Book – list is provided in textbook*
- *Illustrator of Book*
- *Publisher*
- *ISBN #*
- *A brief summary of the book (do not use the ones from Amazon.com as this will be considered plagiarism).*
- *2 activities (and a brief description about how you will carry out these activities) that can be taught in the context of using this book (See PA Academic Standards for Speaking, Listening, Reading and Writing)*

Your assigned partner will critique your annotated bibs. online and then they are due at the following class meeting. Address is littues@yahoogroups.com

2. **Lesson Plans (100 points/50 points each):** You will create two lesson plans using the CCC lesson plan format

1. Lesson Plan I: Predictable Book: Using a predictable book of your choice, develop a plan to practice prediction as a reading skill at the Kindergarten level (emergent reader).

2. Lesson Plan III: Writing Workshop Mini-Lesson Plan: Develop a plan to present a new concept or skill related to process writing to a class of second graders at the end of the academic year (May). Keep in mind that this lesson should have all students actively engaged and should take no more than 10-15 minutes in time to complete. (Examples: lesson on peer editing, lesson on writing a paragraph, lesson on using adjectives to make your writing more interesting, etc). Mini lesson components are:

- Introduction
- Procedures
- Closure
- Evaluation (Self)

3. **Read Aloud (100 points):** Using a selection of quality children's literature, write a read-aloud lesson plan using the CCC format.

5. **Handwriting Assignment (50 points/25 points each):** Students will be asked to submit a manuscript and cursive writing sample. If your manuscript or cursive handwriting does not demonstrate a level of competence appropriate for a professional educator, you will be required to practice your printing and or cursive writing throughout the semester, and demonstrate competency by submitting your Handwriting tablet at the time you submit your integrated thematic unit. Handwriting is a skill that **MUST** be **PRACTICED** over a period of time. This activity is to help you prepare for Field Experience II (EDU-313) next semester and ultimately, for your own class of K-3 students!

6. Online Participation (200 points): Your participation in online discussions will be essential for you to develop meaning around the concepts that you will be studying during the course. It is critical that you give feedback to your assigned partner on their annotated bibliographies.

NOTES:

- ❖ PDE Standards on Speaking, Listening, Reading, and Writing may be found on the PDE website at: <http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf>
- ❖ Our online site is www.littues@yahoo.com.
- ❖ You must critique all due assignments (noted in the syllabus) exactly 48 hours 2 days prior at 1:00 PM, our class time) to give your partner adequate time to review your work and receive full credit for your assignment. Points deducted for late assignments will be to the discretion of the professor. Please attach YOUR critique of your partners work to the BACK of your assignment. Critiques should be AT LEAST one page double-spaced in length. It is the choice of the author if you would like to make these changes. You do not have to if you feel they are not suitable.

7. Professionalism (70 points): Please refer to the professionalism rubric (updated 12/05).

8. In Class Participation (100 points): Your participation in class discussions will be essential for you to develop meaning around the concepts that you will be studying during the course. It is critical that you come to class prepared to participate in all class discussions.

Total Points for Course = 670 points

*** Please note that elementary education majors or students seeking post baccalaureate certification must earn a minimum grade of B in this course or will be required to repeat the course.**

EDU-311: Course Schedule*

***The professor reserves the right to make changes in this course schedule to meet the needs of students, including developing prerequisite knowledge/skills, reviewing/re-teaching content, etc.**

| Date | Topic(s) | Assignment(s) Due |
|-----------------|--|--|
| Class 1 8/26 | Course Introduction Course Syllabus & Requirements/Hybrid Instructions Introduction to Teaching Reading, Writing, Speaking and Listening in the Primary Grades PDE Standards: An Overview | Purchase texts, course materials and bring to class. Combs Ch. 1 Read Taberski, Chapters 1, 2, 3 |
| Class 2 9/2 | Balanced Literacy Model & Components: View Powerpoint overview Genre- Combs Sign up for Read Alouds | |
| Class 3 9/9 | Stages of Literacy Development Balanced Literacy: Modeling of a Read Aloud | Combs Chapt. 4 Taberski Chapter 1,2,3,7 Jigsaw with readings |
| Class 4 9/16 | Handwriting (manuscript) Handwriting (cursive) | Lit Records 1-5 due (peer reviewed) |
| Class 5 9/23 | Balanced Literacy: Guided Reading Assessment: Running Records | Manuscript and Cursive Samples Due Read Combs Chapt. 6 Taberski Chapt. 5, 8 |
| Class 6 9/30 | Guided Reading Video | Lesson Plan # 1 Due (peer reviewed) |

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| Class 7 10/7 | Read Alouds (done in groups) | |
| Class 8 10/21 | WORK STUDY | I AM AT A CONFERENCE |
| Class 9 (10/28) | Balanced Literacy: Word Study (Phonemic Awareness, CAP, “Push-it, Say -it”) Emergent and Transitional | Read Combs, Chapter 2,3 Taberski 9 Lesson Plan #2 Due (peer reviewed) |
| Class 10 (11/4) | Word Study Video | Read Combs, chapter 9 |
| Class 11 11/11 | Balanced Literacy: Guided and Independent Writing (Writer’s Workshop) | Read Taberski Ch. 9 Read Taberski, Chapters 6, 13 |
| Class 12 11/18 | Comprehension/Written Response (Writer’s Workshop video if time permits) | Read Combs, chapter 10 |
| Class 13 11/25 | Balanced Literacy: Basal anthologies | Lit records 6-10 due (chapter books) (peer reviewed) |
| Class 14 12/2 | CLASS SHARE (students share an idea that others might use in the classroom; I will share a TRIORAMA) Course Evaluations Professionalism Rubrics | |
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Suggested List of K-3 Children's Authors

Aliki

Frank Asch

Jan and Stan Berenstain

William Steig

E.B. White

Harry Allard

Janell Cannon (realistic fiction)

Peggy Rathman (Caldecott Winner)

Patricia Polacco

Margaret Wise Brown

Jan Brett

Eve Bunting

Tomie dePaola (writes both picture and chapter books)

Pat Hutchins

Steven Kellogg

Mercer Mayer

Robert Munsch

Laura Numeroff

Mary Pope Osborne (Magic Treehouse)

Roald Dahl (higher level chapter books)

M.W. Sharmat and M.S. Weinman (Nate The Great series)

Cynthia Rylant (Henry and Mudge series)

B. Park (Junie B. Jones series)

P. Parrish (Amelia Bedelia)

R.L. Stein (Goosebumps, albeit controversial!)

Dr. Seuss

Chris van Allsburg

Judith Viorst

Jan Yolen

Eric Carle

Beverly Cleary (Muggie Maggie for a lesson on cursive writing)

Joanna Cole (Magic Schoolbus-realistic fiction)

Gail Gibbons (excellent non-fiction)

Simon Seymour (excellent non-fiction but higher level)

Patricia Reilly Giff

Kevin Henkes

Ezra Jack Keates

Leo Lionni

Jack Prelutsky (poetry)

Shel Silverstein (poetry)

Alphabet books/Wordless books

Folk/Fairy tale (an abundance of various versions of Cinderella, Little Red Riding Hood,

Jack and the Beanstalk, Three Little Pigs, etc.) Check out Jon Scieszka's works!

Biography

Caldecott (since 1990)